



RESULTS MATTER NEBRASKA

Technical Assistance Document

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Results Matter in Nebraska

Results Matter in Nebraska is a child, program, and family outcomes measurement system designed and implemented to improve programs and supports for all young children served by districts and their community partners, which may include Head Start and other community early childhood programs.

Each district and ESU is required to participate in the Nebraska Department of Education (NDE) Results Matter child outcomes system for all children birth to kindergarten entrance age served in any early childhood program. This technical assistance document is intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child, program and family outcomes. Unless otherwise noted, these requirements apply to all children birth to kindergarten entrance age enrolled in any public school district (hereafter referred to as district) or Educational Service Unit (ESU) early childhood program and/or service.

Districts and ESUs are expected to serve children within inclusive classrooms that represent a full range of abilities and disabilities and the social, linguistic, and economic diversity of families within the community.

Results Matter is responsive to the NDE Rule 11–Regulations for the Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grant; Rule 51–Regulations and Standards for Special Education Programs; Rule 52–Regulations and Standards for the Provision of Early Intervention Services and the federal requirements of the Individuals with Disabilities Education Act (IDEA) Part C (birth to age three) and Part B-619 (ages three to five).

Measuring Progress

Results Matter measures child progress and program quality to accomplish these purposes:

- improve experiences, learning, development, and lives of young children birth to age five and their families;
- inform curriculum and program practices;
- demonstrate program effectiveness;
- guide the development of local and state policies and procedures; and,
- provide data to demonstrate results.

Progress for **child outcomes** is measured by developmental domain and by functional outcome. The three outcomes are:

1. positive social skills and relationships;
2. knowledge and problem solving; and,
3. self-help and initiative.

Progress for **program quality** is measured by the results of the Environment Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS). The rating scales measure how the classroom and staff support children's physical, cognitive, social-emotional, and language and literacy development.

Progress for **family outcomes** is measured by the percent of families who indicate through a survey that participation has positively influenced their involvement in the early childhood program and helped improve outcomes for their children.

Refer to the Matrix in Appendix A for more information on measuring progress in child, program and family outcomes in early childhood programs.

Program Outcomes

Purpose

The purpose of measuring program outcomes is to ensure that young children participate in a high quality early childhood program that contributes to positive cognitive, social, and health outcomes.

Program Quality Measures

Results Matter in Nebraska calls for program outcome assessments that

- are reliable and valid;
- measure multiple dimensions of the environment;
- are research based and consistently show a relationship between program quality and child outcomes;
- reflect evidence-based practices;
- are inclusive of culture, race and ability;
- inform decisions for continuous program quality improvement; and,
- support teachers, children and families.

The most common approach to measuring program quality is through the use of an observation tool. Research has highlighted the importance of measuring all aspects of program quality, and of equal importance is assurance that the measurement tools are used consistently by all observers. The NDE uses the Environment Rating Scales (ERS), which provides a broad representation of quality and the Classroom Assessment Scoring System (CLASS), which focuses specifically on classroom practices.

Each district and ESU is required to participate in the Results Matter program outcomes system for all children **birth to kindergarten entrance age** using one or more of the following environment rating scales:

- Early Childhood Environment Rating Scale-Third Edition (ECERS-3)
- Infant Toddler Environment Rating Scale-Third Edition (ITERS-3)
- Classroom Assessment Scoring System-PreK (CLASS PreK)
- Classroom Assessment Scoring System-Toddler (CLASS Toddler)
- Classroom Assessment Scoring System-Infant (CLASS Infant)
- Home Visit Rating Scales (HoVRS)
- Family Child Care Environmental Rating Scale – Revised Edition (FCCERS-R)

The NDE Office of Early Childhood defines a quality standard score for ITERS-3 and ECERS-3 as 5 in each subscale, and a quality standard score for CLASS has not yet been defined.

All district and ESU preschool center-based programs are expected to have child choice at least one-third (1/3) of the scheduled program time.

Infant and Toddler

Center-Based (Sixpence): A Munroe Meyer Institute evaluator will complete the ITERS-3 for every new program and debrief with the program will pay associated costs.

Center-Based (not Sixpence): An observer trained to the NDE approval standards will complete an observation of the classroom(s) as assigned by the NDE Office of Early Childhood using the ITERS-3, CLASS-Infant or CLASS-Toddler. Districts are required to select either the ITERS-3, CLASS-Infant or CLASS-Toddler for an observation. The NDE will pay associated costs.

Home-Based (Sixpence): The Home Visit Rating Scales (HoVRS) is an observational measure that evaluates the effectiveness of the home visit, e.g., responsiveness to the family. All home visitors from each program will have a home visit videotaped for evaluation. The program will make a 30 minute video of a home visit session that includes planning with the parent and other typical home visit activities and submit to the program evaluator. Sixpence will pay associated costs.

Preschool

An observer trained to the NDE approval standards will complete an observation of the classroom(s) as assigned by the NDE Office of Early Childhood using the ECERS-3 or CLASS-PreK. Districts with established programs not funded with an early childhood education grant may be observed using either the ECERS-3 or CLASS-PreK.

Districts and ESUs starting programs not funded with an early childhood education grant will have an onsite observation using ECERS-3 in year 1 of program operation.

District classrooms receiving grant funds, or districts with a priority school designation will have an onsite observation using ECERS-3. These classrooms will have onsite observations bi-annually until they meet the quality standard score or until they no longer receive grant funding or hold the priority school designation.

The NDE will pay the costs associated with observations.

Continuous Quality Improvement Plan

Districts that receive an onsite observation must complete a Continuous Quality Improvement Plan based on the results of the observation.

Sixpence requires a Continuous Quality Improvement Plan for districts not meeting the quality standard score.

Training

ERS: The NDE will schedule and conduct training that provides an Introduction and Practice in the use of the ERS at locations throughout the state. The cost to attend training is the responsibility of the district or ESU. The schedule for training and registration forms can be found on the NDE Early Childhood Training Calendar website at necprs.ne.gov/training-public.

CLASS: The NDE will schedule and conduct training that provides an Introduction to the CLASS at locations throughout the state. The cost to attend training is the responsibility of the district or ESU. Training for Observation (Reliability) will also be available. The schedule for training and registration forms can be found on the NDE Early Childhood Training Calendar website at necprs.ne.gov/training-public. The Introduction is also available online at store.teachstone.com/introduction-to-the-class-tool-online-course.

Procedures for Program Quality Assessment

The requirements for program quality assessment are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress. Unless otherwise noted, the requirements apply to all district and ESU center-based programs serving children birth to kindergarten entrance.

An early childhood program is defined as any prekindergarten part-day or full-day program or in-home family support program with a stated purpose of promoting social, emotional, intellectual, language, physical, and aesthetic development and learning for children from birth to kindergarten entrance age and family development and support. This includes all districts and ESUs who serve children in one or more of the following programs:

- Early Childhood Education Grant Programs – Ages 3 to 5
- Early Childhood Education Endowment Programs – Ages Birth to 3 (Sixpence)
- District and ESU early childhood programs
- Early Childhood Special Education
- Early Development Network (when children are enrolled in a district or ESU center-based program)
- Any other defined program

Onsite Observations

1. When will the observations take place?

Fall observations will be scheduled starting mid-September and will be completed by mid-November. Spring observations will be scheduled starting mid-February and will be completed by mid-April. The observer assigned to the program will contact the teacher directly to schedule the observation. Refer to Appendix F, Early Childhood Calendar.

2. How will districts and ESUs be informed if they are selected for an onsite observation?

The classroom teacher and the district identified Early Childhood contact will receive a notification via email from the NDE.

3. Who are the observers?

- Observers are persons across the state with an early childhood background who have achieved Nebraska Approval. The observers are currently working in or with early childhood programs.
- Observers re-establish Nebraska Approval every six months, or every ten observations, whichever comes first.

4. How should the program prepare for the observation?

- Districts should assure that classroom teachers and other appropriate staff have a basic understanding of the observation criteria and scoring process. Training is available at sites across the state.
- The purpose of the observation is to see what a “typical” program day in the classroom looks like. Teachers should not plan special activities or a field trip for the day of the observation.

5. What happens during the observation?

- The observer arrives at the scheduled time and observes for a minimum of 3 hours (ERS) or 2 hours (CLASS).
- **Observers are not part of the classroom supervision and do not interact with children or staff.**

6. What happens following the observation?

- The observer completes the scoring.
- The observer writes a summary report.
- The summary report and original score sheets are returned to the NDE or Sixpence.
- Summary reports and score sheets are reviewed by the NDE Office of Early Childhood and/or Sixpence staff.
- The NDE and/or Sixpence staff will share information with the program.
 - The NDE staff will make every effort to provide preliminary feedback to the program within 3 business days of the observation. A visit will be scheduled to make time for an in-depth conversation.
 - Sixpence staff will schedule with programs individually.

Family Outcomes

Purpose

The purpose of measuring family outcomes is to gain feedback and family perceptions about how the child's early childhood program is meeting child and family needs.

IDEA Part C – Ages Birth to 3

The federal Individuals with Disabilities Education Act (IDEA) requires all states to report outcomes of families of infants and toddlers (birth to age 3) with IFSPs. An annual statewide family survey is used to learn if participating in Part C early intervention services for infants and toddlers have helped the family:

- Know their rights;
- Effectively communicate their children's needs; and,
- Help their children develop and learn.

Based on the data and analysis of responses received, the Part C co-lead agencies – the NDE and the Nebraska Department of Health and Human Services (DHHS) – collaborate with services coordination contractors, Planning Region Teams and districts to use the data to inform the local early intervention process and improve family satisfaction with early intervention service delivery.

IDEA Part B – Ages 3 to 5

Parents of children ages 3-5 with IEPs complete a parent survey for parents of children and youth ages 3-21. This special education survey is designed to determine the extent to which schools are facilitating parent engagement, and to design strategies to improve parent engagement. Special education parent surveys are part of a 5-year sampling cycle conducted by school districts.

Early Childhood Education Endowment Program – Ages Birth to 3 (Sixpence)

The Keys to Interactive Parenting Scale (KIPS), which measures parent-child interaction, is completed each fall and spring for parent engagement programs. Information is used by the parent-educator to support parent-child interactions.

Early Childhood Education Programs – Ages Birth to Kindergarten Entrance Age

Periodically, districts and ESUs may be asked to voluntarily participate in an Early Childhood Outcome Family Survey to assess the impact of the program on the families served

Child Outcomes

Purpose

The purpose of measuring child outcomes is to ensure that young children are active and successful participants during the early childhood years and in the future across all settings. Early childhood settings include home, child care, preschool or school programs, and in the community.

Child Outcome Measures

Results Matter in Nebraska calls for measuring child progress using an assessment system that

- is based on ongoing observation of children engaged in real activities, with people they know, in familiar settings;
- reflects evidence-based practices;
- engages families and primary care providers as active participants;
- integrates information gathered across settings;
- is individualized to address each child's unique ways of learning;
- informs decisions about day-to-day learning opportunities for children; and,
- reflects that development and learning are rooted in culture and supported by the family.

All children birth to kindergarten entrance age served by districts and ESUs must be included in the MyTeaching Strategies GOLD™ assessment system (hereafter referred to as GOLD). GOLD data for all children will be included in the State of the Schools Report and other avenues as appropriate.

Procedures for Child Data Collection and Online Reporting

The requirements for child data collection and online reporting using MyTeaching Strategies GOLD™ are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress.

Ongoing data collection and reporting requirements apply to all children birth to kindergarten entrance enrolled in district or ESU early childhood programs and services.

An early childhood program is defined as any prekindergarten part-day or full-day program or in-home family support program with a stated purpose of promoting social, emotional, intellectual, language, physical, and aesthetic development and learning for children from birth to kindergarten entrance age and family development and support. This includes all districts and ESUs that serve children in one or more of the following programs:

- Early Childhood Education Grant Programs – Ages 3 to 5
- Early Childhood Education Endowment Programs – Ages Birth to 3 (Sixpence)
- District and ESU early childhood programs not receiving grant funds
- Early Childhood Special Education
- Early Development Network
- Any other defined Early Childhood Program

When appropriate, additional guidance is provided in this section for measuring and reporting progress for children with disabilities, as required by the federal Office of Special Education Programs (OSEP), U.S. Department of Education.

Online Subscription

The GOLD online subscription fee is **\$11.95 per child** per year under the NDE administrative umbrella. An unlimited number of archived slots are included in the subscription fee.

The GOLD subscription period is August 1 – July 31 each year.

Getting Started – Managing GOLD Accounts

7. Which children are required to be included in the GOLD system?

- All children from six-months to kindergarten entrance age enrolled in any program provided by a district or ESU, or in partnership with another entity must be included.
- It is the responsibility of the school district to ensure that all children, as detailed above, are included in the GOLD system and are assigned an ADVISER ID. The child's ADVISER ID number must be entered into each child's profile. Refer to Question #17 for more information on the ADVISER ID.

8. Who is responsible for managing and verifying child outcome data for a district?

- The district-designated GOLD online administrator is responsible for overseeing all data entry, reporting, and information updates for the district or ESU. At least one online administrator must be a district employee. A district may elect to also include an ESU or Cooperative staff member, or Head Start manager as an online administrator.
- In a partnership program, there must be an online administrator for the district and an online administrator for the EHS/HS.
 - At the beginning of the year, there needs to be an agreement between the district and EHS/HS GOLD administrators regarding the level of access each user receives, i.e. 'team member' access.
- Online administrator responsibilities include:
 - completing the yearly subscription process;
 - overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners;
 - monitoring Inter-rater Reliability (IRR) completion; GOLD monthly job targets
 - communicating updates and changes to the NDE; and,
 - requesting the NDE transfer of children between districts.
- The district's GOLD online administrator(s) is the official contact for all the NDE communication in regard to GOLD.
 - The district may designate different district contacts for specific GOLD functions: GOLD online administrator, GOLD child portfolio transfer and GOLD child data verification.
- Refer to Appendix C for GOLD monthly job targets to assist the GOLD Online Administrator/s on which tasks to complete monthly.

9. Who holds the GOLD account?

- Either the district, ESU or the Early Head Start/Head Start (EHS/HS) program may hold the child account.
- If the EHS/HS program holds the online child account, the district and EHS/HS program staff **must identify and document in their Partnership Agreement:**
 - Who will be responsible for entering child demographics on the child profile page
 - Who will be responsible for scoring
 - Who will be assigned as Team Members
- If there have been two separate accounts in GOLD for the same child the district and the EHS/HS program must determine and designate which program will carry the GOLD account for that child. Only **one** GOLD account is permitted per child. It is not possible to merge two accounts for a single child.
- **If an infant/toddler-age child is placed in foster care in a district other than the resident school district,** the child's GOLD profile will be established by the foster or service district/program.
 - The resident district should be marked on the child profile as the district of record.
 - If the child has an existing profile, it should be transferred to the foster district and the resident district should remain the district of record.
- **If a preschool-age child is placed in foster care in a district other than the resident school district,** the child's GOLD profile will be established and maintained by the resident district until such time as the court, or other authorized official, decides that it is in the child's best interest to receive his/her educational services in either the foster district or other specified program.
 - The resident district should be marked on the child profile as the district of record.
 - If the child has an existing profile, it should be transferred to the foster district or other specified program only if a change in educational service location has been determined necessary by the court or other authorized official.

10. Who has access to online child and district data?

- Once data is entered into an online system, data is secure within the system. It is accessible only by those individuals authorized by the district to receive a user ID and password for the district's online account.
- The NDE has administrative access to all Results Matter accounts in Nebraska. Only authorized personnel from the NDE with an assigned user ID and password have access to the Results Matter online systems. This allows for immediate problem-solving and checking on the status of online accounts at any time.
- OSEP does not have access to the NDE Results Matter online data, and no individual child or district data is submitted to OSEP.

11. Can a user name and password be shared within the district?

No! Every individual accessing a GOLD online account is required to have an individual user name and password.

District or ESU's and Early Head Start/Head Start Program Partnerships

When districts partner with Early Head Start and/or Head Start (EHS/HS) programs, items 12-16 apply:

12. Which assessment tool will be used to collect data?

- If the EHS/HS program is using COR instead of GOLD, both the district and the EHS/HS must enter child scores in each system. District and EHS/HS program staff are responsible for identifying ways to share documentation to inform the assessment of each program and avoid duplicated effort.
- If the district and the EHS/HS program staff collaborate and collect assessment data together using GOLD, the district or ESU and the EHS/HS programs must determine at the beginning of the year who will enter documentation and finalize checkpoints.

13. Who holds the online child account?

- Refer to item #9

14. How will children be identified if they are served by both a Head Start and school district?

- A drop-down on the child's profile page in GOLD contains the names of all Head Start agencies using GOLD in Nebraska. The Head Start agency names appear in the same way as the current drop-down with school district names.
- Only the Head Start "umbrella" name is listed in the drop-down menu, not town names. Each Head Start is able to pull Head Start child data as needed and appropriate – agency-wide, by program, by site, by teacher/classroom.
- Teachers select the appropriate Head Start name in the Head Start drop-down, just like they do in the school district drop-down. This will help clean up data errors and allow child data to be more easily pulled into appropriate reports for children served by school districts only, Head Start only, or children served both by Head Start and a school district.
- The drop-down menu allows Head Start agencies to see/have access to child data for all children who are funded or served by Head Start. Children who are served by both Head Start and school districts in a blended program, or in Head Start for a child with an IFSP or IEP, are flagged with both a Head Start agency name and school district name in the drop-down menus.

15. What is the role of each partner in collecting data?

- Staff from both the district or ESU and the EHS/HS program will decide, and document in their partnership agreement, who will enter the documentation and finalize checkpoints.
- The district is accountable for meeting all the NDE Results Matter requirements.

16. Who pays the online subscription cost?

- If the district places a child with an IFSP or an IEP in an EHS/HS program, the district may choose to reimburse the EHS/HS agency for the subscription cost, or the district may choose to pay the subscription cost directly to the publisher.
- If children are enrolled in both an EHS/HS and a district early childhood program, the district may choose to reimburse the EHS/HS agency for the subscription cost, or the district may choose to pay the subscription cost directly to the publisher.
- For all children enrolled in a district early childhood program, the district pays the subscription cost directly to the publisher.

Demographic Data on Child's Profile Page

17. What is required on the demographic page?

- **Every child** is required to have an ADVISER ID number entered into their profile.
 - This 10-digit number is listed as *NDE student ID* in ADVISER and is required by the NDE for all districts and **all children birth to kindergarten entrance age** served by the district.
 - DO NOT use the Special Education SRS number.
- **Mark 'yes' if the child has an IFSP/IEP.** This will prompt you to enter: What date will this child begin to receive Special Education services? **The date entered here is the child's entry date.**
 - The provider then has 45 calendar days to enter documentation and finalize checkpoints from the date listed here; child's entry date.
- Funding sources: Mark all that apply to each child. This allows reporting by program funding source.
 - Mark migrant funding **ONLY** for children in Migrant Projects supported by the NDE.
- District name: Click on the district where the child is enrolled.
- Head Start name: Click on the Head Start agency where the child is enrolled, if applicable.
- Language:
 - For children who do **not** use spoken language, use the primary language of the family.
 - For children who **do** use spoken language, use the primary language of the child.

18. What date do you enter for the First Day in Program field?

- For **all** children, this is the first date of attendance or home visit in any district or ESU early childhood program.

19. What is the child's Part C/Part B entry date for GOLD data collection?

- **For Part C:** You **must** first mark 'yes' to IFSP on the child's demographic page of their profile. The child's IFSP meeting date is entered as the "date the child will begin to receive services" AND the "first day in program".
- **For Part B:** You **must** first mark 'yes' to IEP on the child's demographic page of their profile. The child's IEP meeting date is entered as the "date the child will begin to receive services". The "first day in program" is either their IEP meeting date OR the date of initiation of Part B services.
- For children who are already enrolled in a district early education program and are subsequently identified for services in Part C or Part B, the IFSP/ IEP date is entered as the Part C/Part B "date the child will begin to receive services", while the "first day in program" is the original start of attendance in the early education program.

20. How are child records identified for Special Education reporting?

- By marking 'yes' to IFSP/IEP in the child's profile, this triggers their inclusion in the OSEP Preschool Special Education and Early Intervention GOLD reports.
 - These reports are located in the Report tab under OSEP Federally Mandated Year-End Report
- For children who are already enrolled in a district early education program and are **subsequently identified for services in Part C or Part B**, go into the child's profile and mark 'yes' to IFSP/IEP. This will prompt you to enter the date this child will begin to receive Special Education services. This is where you list the child's entry date into Part C or Part B.
 - The provider then has 45 calendar days to enter documentation and finalize checkpoints from the date listed here; child's entry date.

Entering Data

21. At what age does the GOLD assessment begin?

- The initial GOLD assessment begins when the child is **6 months old**.

22. What if a child is born prematurely, has a significant illness, or lengthy absences?

- Do not adjust the child's age for prematurity.
- For any child birth to age five, the assessment can be postponed if the child has a significant illness or hospitalization during the 45-day assessment period, and as a result cannot have a valid observational assessment completed.
- If a child is absent for 30 days or more for any reason, archive the child's data and start over when/if the child returns.

23. When should the child's GOLD Part C or Part B entry data collection be completed?

- Information from evaluation and assessment materials, such as Routine Based Interviews or DAYC-2, that were gathered prior to the child's initial IFSP/IEP meeting date can be used but must be entered as documentation after the IFSP/IEP date in order to be considered valid in the GOLD system. Child must be at least 6 months of age.
- Entry data must be recorded in the checkpoint period of the child's Part C or Part B entry date. If there are less than 45 days left in that checkpoint period, continue to collect entry data in the next checkpoint period up to (a total of) the 45 days, but record the data in the original checkpoint period. For example, if the child enters Part C services on May 15, data would be entered up to 45 days later which extends beyond the Spring checkpoint (May 31). In this example, data could be collected beyond May 31, but all data would be entered into the spring checkpoint. At the end of the checkpoint or the total of 45 calendar days within the subsequent period, finalize the original checkpoint. If there is a need to record data in a checkpoint period other than the current one, the entry checkpoint period must be changed manually.
- To determine and report child's entry and exit data in appropriate checkpoint periods, refer to Appendix D.

24. Which checkpoints are required for children birth to kindergarten entrance age?

Finalized fall and spring checkpoint periods are required, with the additional requirements listed below. Any entry or exit data received during the winter checkpoint period must be entered and finalized.

For children ages 3 to 5:

- All programs regardless of service location **(children with and without IEPs):**
 - Two GOLD checkpoints required: fall and spring each year
- Head Start programs or programs with Head Start partnerships, regardless of location, are required to follow Head Start Program Performance Standards **(children with and without IEPs):**
 - Three GOLD checkpoints required: fall, winter and spring each year
- Programs that utilize Title I funding in early childhood programs, regardless of location, are required to follow Head Start Program Performance Standards **(children with and without IEPs):**
 - Three GOLD checkpoints required: fall, winter, and spring each year
- Year-round, center-based Head Start programs, regardless of location, are required to follow Head Start Program Performance Standards **(children with and without IEPs):**
 - Four GOLD checkpoints required: fall, winter, spring, and summer each year

For infants and toddlers birth to age 3:

- Enrolled in home AND center-based programs, or center-based programs only **(children with and without IFSPs):**
 - Two GOLD checkpoints required: fall and spring each year
- Home-based programs only **(children with IFSPs):**
 - Two GOLD checkpoints required: at Part C entry and Part C exit
 - **Infants and toddlers with services coordination only must be entered at entry and exit checkpoints.**
- Home-based programs only **(children without IFSPs):**
 - Two GOLD checkpoints required: fall and spring each year
- **Early Head Start programs, programs with Early Head Start partnerships or early childhood programs that utilize Title I funding, regardless of location, are required to follow Head Start Performance Standards for checkpoints (children with and without IFSPs).**
- Year-round, center-based Early Head Start programs, regardless of location, are required to follow Head Start Program Performance Standards **(children with and without IFSPs):**
 - Four GOLD checkpoints required: fall, winter, spring, and summer each year.

25. What are the checkpoint periods in GOLD each year?

- **FALL:** August 1 – October 31
- **WINTER:** November 1 – February 15
- **SPRING:** February 16 – May 31
- **SUMMER:** June 1 – July 31 [12-month programs only]

26. Which GOLD objectives must be assessed for each checkpoint?

- All children, birth to kindergarten entrance age served by school districts, **Objectives 1 through 23** must have documentation entered online and checkpoints finalized. Objectives 1-23 include the following six areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, and Math.
 - The two English Language Acquisition objectives (Objectives 37 and 38) must also be completed for a child age 3 and older if indicated by the results of the GOLD Home Language Survey.
 - Refer to item #35 for examples of documentation.
- Objectives 24-36 are required for **Head Start, Head Start Collaboration programs and Title I funded early childhood programs**. These Objectives are in the areas of Science and Technology, Social Studies, and The Arts.
- All Physical, Literacy, and Math Objectives are **“on the spot.”**
 - These objectives do not require any additional documentation beyond setting preliminary levels and finalizing checkpoints.
 - You can download and print an “on-the-spot” recording tool from your GOLD profile. In the Assess tab, first click On-The-Spot at the top of your screen. Then click on the Support Portal (circle with question mark at the bottom of your screen) and select On-The-Spot Observation Recording tool.

Color Bands

27. How are color bands assigned to children?

For infants, toddlers and two's:

- The color band is automatically assigned by date of birth when the child's birthday is entered on the profile. The color band **should automatically change on the child's birthday.**
- The color band should be checked and the child's profile updated if the color band did not change automatically.

For children ages 3 to 5:

- The **teacher** assigns a color band according to the chronological age of the child and the number of years away from kindergarten at the beginning of the program/school year:
 - **Preschool 3 (green)** color band – A child who will be in preschool 2 years before kindergarten
 - **Pre-K 4 (blue)** color band – A child who will be in preschool 1 year before kindergarten
 - Children with IEPs: Color bands apply to all children with IEPs, regardless of the level of a child's delay.

28. Are preschool color bands changed during the year?

No! The color band is assigned based on the child's age at entry or first day of preschool. A child in preschool must be on the same color band **all year**, regardless of the child's birthday.

- *Exception:* If a child (infant/toddler) turns three during the year, the child's color band is changed to green, and the child's profile record should be moved according to the examples provided in item 31.

29. How is a child's color band changed if a mistake has been made?

When a child has been assigned the wrong color band, three steps are required to change it:

1. Go to the child's profile page and change Age or Class/Grade.
2. Scroll to the bottom of the profile page and click on "Checkpoint Period Settings" then click on "Update". Update Age or Class/Grade for each checkpoint period as needed and click **Save**.
3. Click on "Save" button and the color band will be corrected for profile and all checkpoints.

30. Can a child be scored in any color band, regardless of their assigned color band?

Yes! Checkpoints may be scored in any of the color bands based on the child's documented skills and abilities during that checkpoint period.

Documentation, Rating and Ongoing Data Collection

31. What are the steps in the ongoing GOLD cycle?

- Step 1: **Observe, gain information and document** children's learning during daily routines and activities;
- Step 2: **Analyze** your documentation and respond by providing the right strategy, material or support to scaffold the child's learning;
- Step 3: **Evaluate** the child's progress and decide what level each child has reached in terms of the objectives, based on the documentation you have collected; and
- Step 4: **Summarize, plan and communicate to others**. Summarize what you know, basing plans for individual children or groups of children on that knowledge, and communicate with families and administrators what children are learning, and what progress they have made.

32. What is required to rate a child's skills or behaviors at a particular level?

- In order to rate a child's skills or behaviors at a particular level, the child must be able to do them **consistently and independently across settings over time**. If not, the skill or behavior should be rated at an "in-between" level (i.e., 1, 3, 5). The child may also need a certain amount of adult support, which may be verbal, physical or visual, which would result in an "in-between" level.
- Indicators often include multiple expectations that are separated by a semicolon. All expectations must be met in order for the indicator to be achieved. The child must demonstrate skills related to all components included in the indicator.

33. How are "not yet" and "not observed" used in GOLD?

- "Not Yet" indicates that a child of that age is not yet expected to demonstrate a particular skill or behavior. Sometimes a skill does not begin to develop until a child is two years old, and another skill may not emerge until age 3 or 4. "Not Yet" applies only to a child who is not yet demonstrating a particular skill or behavior.
- "Not Observed": do NOT use this option. If a child has excessive absences, their profile should be archived and re-activated upon their return.
- "Not Yet" and "Not Observed" should not be used for children simply because they are new to the program.

34. Is supporting documentation required for scoring the assessment?

- Yes! GOLD is an authentic assessment system based on ongoing observation of children engaged in real activities, as documented or reported by family members and other people they spend time with, across a variety of settings. Supporting documentation is based on multiple sources and methods of documenting children's learning and development. It captures the child's context, i.e. the people and materials they know, those environments that are familiar to them, and any necessary strategies.
- An organized system of documenting observations should be used to achieve the following three essential components:
 - collect facts from ongoing observation and family/caregiver;
 - analyze and evaluate the collected facts to get a picture of the child's development; and,
 - use what is learned to plan for both individual and group interests and needs.
- Regularly recording child observations to support numerical scores is a required teacher activity. Observations should be gathered throughout daily routines and activities. This is in contrast to focusing attention only on whether the child has reached a particular learning goal or archived items on a checklist.

35. What are examples of supporting documentation?

- Examples of supporting documentation based on observation include but are not limited to: anecdotal notes, photographs, video and audio recordings, work samples, portfolios, parent reports, charts, graphs, IFSP and IEP reviews, home visit notes, dictation, data collection forms, child notebooks and folders.
- The GOLD application for portable electronic devices is a valuable tool for collecting documentation.

36. Is all documentation required to be online?

Online Documentation is required for the Fall and Spring Checkpoints.

If a program is required to finalize the Winter Checkpoint, documentation does not have to be online but must be stored in such a way that it is accessible when requested by families, district administration or the NDE staff.

- **Any child with IFSP or IEP entry/exit data collected during the winter checkpoint MUST enter all supporting documentation online.**
- Refer to **Question #24** to determine what checkpoints are required for each school district.

37. How much documentation is required?

- There is no set number of observations or amount of documentation that must be collected in relation to each objective. For some objectives, seeing a child perform a skill once is sufficient to make an informed decision. Other objectives need more evidence and documentation.

38. What information needs to be included in anecdotal notes?

- Anecdotal notes should include observed or reported facts, not subjective information.
- Anecdotes are short written records of observations. Begin the anecdote with information to set the scene. For the middle, jot down brief and specific information about what the child did or said. To complete the anecdote, consider whether the observation has an ending or outcome. Keep in mind that all anecdotal notes become part of the legal record of the child and are subject to subpoena in court cases.

39. Why is ongoing data collection required?

Ongoing data collection is required to provide:

- continuous child progress monitoring;
- appropriate program planning for individual children and groups of children;
- a data-based method for evaluating the effectiveness of instructional approaches;
- systematic decision-making to allow early and effective responses to children's learning;
- current information for parent conferences, transition meetings, IEP/IFSP meetings and others; and,
- classroom, program and district data for program administrators and other stakeholders to guide decision-making for improving child and program outcomes.

Assuring Reliable and Valid Data

40. Who is responsible for assuring that staff from each program is trained in the use of the GOLD system, and that the data is reliable and valid?

District GOLD online administrators are responsible for assuring:

- **All** staff are adequately trained and mentored in ongoing data collection and entering and scoring child observations.
- Staff have completed their Interrater Reliability (IRR) certification. Teachers/practitioners who have used GOLD for one year must complete **Interrater Reliability (IRR) Certification** by December 31st of their second year of using GOLD and every three years following. See question #43 (check number) for further information on the IRR. The GOLD administrator can check all staff's IRR certificate in the Report tab; Interrater Reliability. The IRR is a prerequisite to attend any of the advance level in-person trainings for users.
- All **new** staff new to GOLD must complete two required online courses through MyTeaching Strategies GOLD™ **by September 30**. These online courses are prerequisites to attending the in-person trainings; a certificate must be obtained before registration. The two modules, *GOLD® Introduction* and *Introducing MyTeaching Strategies™* can be accessed through the Develop tab on MyTeaching Strategies™.

Online Administrators should:

- Complete MyTeaching Strategies GOLD™ online courses; found in the Develop tab.
- Attend GOLD trainings. Refer to the Flowchart in Appendix G for more information. Visit the NECPRS Early Childhood training calendar to find and register for training. necprs.ne.gov/training-public

41. What are the data collection and scoring responsibilities of staff?

- Classroom Teacher or Co-Teacher (may also be called lead teacher or head teacher) – can enter observations and score checkpoints for all children
- Home-based staff/primary providers for children with IFSPs or IEPs and Sixpence programs – can enter observations, family/caregiver reports and score checkpoints for all children
- Classroom Assistant Teacher (may also be called para, family educator, teacher aide) – can enter observations for children and set preliminary levels; cannot score checkpoints
- Team Member (itinerant staff) – can enter observations and preliminary levels for children assigned to that team member; cannot finalize checkpoints.
 - To add a team member outside of your program, contact:
Alyssa Anson: alyssa.anson@nebraska.gov

42. Who is required to complete GOLD Inter-rater Reliability (IRR) Certification?

- IRR Certification is required to be completed online by each teacher/**practitioner responsible for scoring child observations and documentation in GOLD** for children birth to age five.
- GOLD will NOT send notification emails to users when IRR is due for renewal.
 - Once completed, teachers/practitioners must reestablish **IRR certification at least every three years**. Districts may require more frequent certification.
- IRR is not required for teachers/practitioners **new to GOLD** in the current school year. One year of GOLD experience is necessary prior to completing IRR Certification.
- The NDE requires that Individual Inter-rater Reliability (**IRR**) **be completed by December 31 of each school year**. Districts may establish an earlier completion date.
- GOLD online administrators and program supervisors must plan for and assure that teachers/practitioners who score child documentation in GOLD have ample time to complete the IRR process.
 - Teacher IRR test information is tied to the teacher's account. GOLD online administrators can run a report under the Reports tab and download the report.
- There is no cost for the IRR. It is provided as part of each district or Head Start GOLD subscription.

43. Which age groups in the IRR must be completed?

- Teachers/practitioners are required to complete the IRR that accurately reflects the age group/s of the children. This must include dual language and children with disabilities regardless of whether a teacher is currently serving dual language learners or children with disabilities:
 - Birth-age 2, including children with disabilities.
 - Preschool, including dual language learners and children with disabilities.
- Teachers/Practitioners working with children birth to kindergarten entrance age are required to complete certification for both age groups: Birth-age 2, including children with disabilities AND Preschool, including dual-language learners and children with disabilities.

44. How much time do teachers need to complete the IRR?

- It takes an average of 3 hours to complete one age group. For teachers/providers who work across two age groups (Birth to 2 and 3 to 5), 6 hours should be allowed for completion. The IRR does not need to be completed at one time.
- There are no time limits when taking the IRR. As much time as needed may be taken.
- A score of at least 80 percent is required in order to attain certification. If a score in a particular area of development/learning is less than 80% (i.e. social-emotional), then only that area is required to be retaken, not the entire IRR. If an area needs to be re-taken, a new child portfolio for a different child will be scored.

45. Where are detailed IRR instructions located?

MyTeaching Strategies GOLD™ provides detailed IRR instructions and resources online. GOLD online administrators, teachers and providers can download this guidance by clicking on the **Support Portal** (question mark button in GOLD located at bottom left corner) to link to the resources below:

- How to Guide for Teachers: Interrater Reliability Certification
- How to Video: Interrater Reliability Certification
- How to Guide for Administrators: Goals

46. How do teachers/practitioners begin the IRR process?

Each individual will:

1. Go to MyTeaching Strategies™ Dashboard and click on the Develop tab.
2. Choose “Inter-rater Reliability”.
3. Choose “New Certification” and agree to the terms of the test to be given a list of test options.
4. Choose appropriate assessment options; the assessment will then be available.

Exiting, Transferring, Archiving and Deleting Data

47. What are the GOLD exit requirements for children on IFSPs and IEPs?

- Child must have received services for at least 6 months.
- Children must have complete and finalized checkpoint data at the time of GOLD exit.
- For a child who exits during the year, exit data is completed in the checkpoint period nearest the child's date of exit. Refer to Appendix D.
- The exit data must be archived for one year.
- If a child dies during any given checkpoint period and the staff is unable to collect full documentation for the current checkpoint, exit the child as of the previous checkpoint (i.e., If the child dies during the spring checkpoint with unfinished documentation; the district should exit the child using the winter checkpoint documentation and levels.) If there is completed documentation for the current checkpoint, exit the child during the current checkpoint. If the child was in a program less than six months, delete the record.

48. For children who have IEPs, when is the GOLD exit data collected?

Preschoolers who are no longer eligible for special education services, enter data and finalize the checkpoint in which the child was dismissed from services. For students who will continue to receive Part B services and are entering kindergarten, data must be collected and entered in the spring checkpoint. Refer to Appendix D.

49. When does a program need a transitional/virtual classroom?

The GOLD online system calculates child progress based upon their color band designation. Classrooms must designate themselves as infant/toddler or preschool. Due to this function of the system, there will be a need for a transitional/virtual classroom for children who turn three, but will not physically transition to a preschool center-based classroom until the following fall. The transitional/virtual classrooms should be designated as a preschool (green color band) room even though the child may still be receiving Early Intervention services. A child's GOLD age 3 exit data will serve as the Part B entry data.

The following are examples that explain when a transitional/virtual classroom is or is not used.

Example: Exit from GOLD at age 3 with continuation of Part C services: Child exits from GOLD at age 3 during the school year but continues to receive the same services based on the IFSP until fall when IEP services will begin. No physical change is made in where the child is receiving services. Child should be exited from GOLD at age 3 and transferred to a transitional/ virtual GOLD classroom. Child will transfer to the pre-k/three-year-old GOLD classroom in the fall.

Example: GOLD exit at age 3, exit from Part C services, and transfers to Part B services in a classroom immediately: Child exits at age 3 and from Part C services during the school year and then receives Part B IEP services in a pre-k/three-year-old classroom. Child should be exited from GOLD at age 3 and entered in the pre-k/three-year-old GOLD classroom. Child is not entered into a transitional/virtual classroom.

Example: GOLD exit at age 3 and from Part C home-based services, and transfers to Part B home-based services: Child is receiving Part C home-based services and exits GOLD at age 3 and from Part C services during the school year. The child then receives Part B home-based services. Child should be exited from GOLD at age 3 and the Part C GOLD home-based classroom, and transferred to the 3-5 GOLD home-based classroom. Child is not entered into a transitional/virtual classroom.

50. For children who have IFSPs, when is the GOLD exit data collected?

The GOLD exit data for children on an IFSP who turn 3 must be completed by the child's third birthday (age 36 months). Refer to Appendix D. The GOLD age 3 exit data becomes the Part B entry data regardless of when the age 3 exit occurred. Refer to entry/exit checklists in Appendix E. Once the child begins Part B services, two GOLD checkpoints are required each year: fall and spring.

The following exceptions apply to children who are identified with a disability at the end of the school year:

A child who enters Part C after March 1st and transitions to Part B in August should NOT be entered into GOLD Part C for OSEP reporting. That child would be entered as new to Part B in the fall.

For a child who is newly-verified for Part B services after May 1, all data collection must be completed and entered online within 45 calendar days of the beginning of the following school year.

Refer to Appendix D: entry/exit chart and Question #33: How are "not yet" and "not observed" used in GOLD.

51. For children who are turning age 3 or age 5 during the summer, when should they be exited in GOLD?

The exit assessment should be completed in the spring checkpoint for all children turning age 3 or age 5 during the summer.

52. How is a child's GOLD portfolio transferred between programs?

To transfer a child's portfolio, complete the Child Transfer Form found on the NDE Results Matter webpage main menu: <https://www.education.ne.gov/oec/birth-to-age-5-programs/>; scroll down to Child Outcomes section. It is found under **Forms**: Child Transfer Form.

53. Can teachers keep other information when a child is transferred?

- Individual teacher lesson plans are tied to the class and stay if the class stays.

54. Is there a way to export documentation so it is not completely lost?

- Documentation stays in the child's portfolio. To keep a record of the documentation in hard copy, log in as the teacher and print the child's documentation.

55. When should child data be archived?

- Child data is archived:
 - When the child has exited, both entry and exit data must be finalized
 - When the child temporarily leaves the program
 - When the child moves from the district but is still eligible to participate in an early childhood program.

56. How long should archived data be kept?

- Data should be archived for one year following the child's exit from the program. To keep data longer, export to an excel spreadsheet and save. The data will then be available for maintaining a longitudinal database, running trend data across time, looking for patterns in the data, verifying improved child outcomes over time, etc.

57. Why is child data archived rather than deleted?

- Archiving child data allows the district, ESU, and the NDE to run multi-year analyses on child progress and outcomes to better assess the effectiveness of the early childhood program over time. Seeing trends over time allows for effective decision making at the district and state levels.

58. When can archived child data be deleted?

- Archived child data may be deleted for children who **exited in 2018-19 or prior years**.
- Deleted records are saved in GOLD for 90 days. If accidentally deleted, child data can be restored within 90 days. After 90 days, the data is permanently deleted.

59. When can teacher profiles be disabled?

- Accounts for teachers who leave a district must be 'Disabled' so the teacher no longer has access to the district online account. This action maintains all child information.

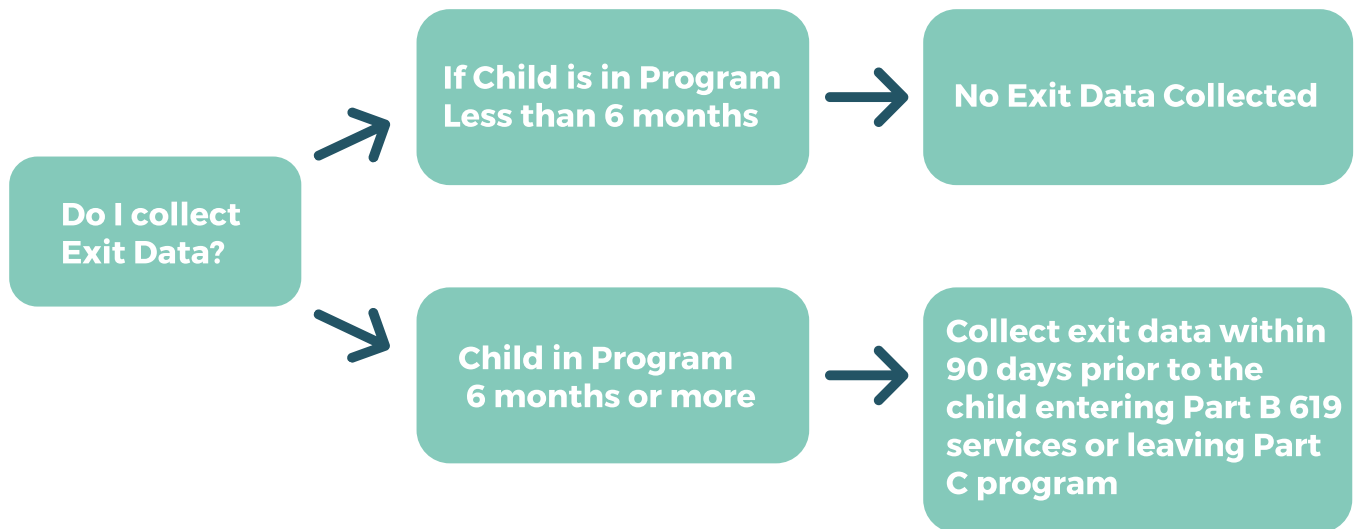
ENTRY/EXIT FLOW CHART FOR CHILDREN WHO HAVE IFSPs AND IEPs

Part C (Birth - 3)

For a Newly-Verified Child:

Entry Date = IFSP Date

When the Child Exits Part C:



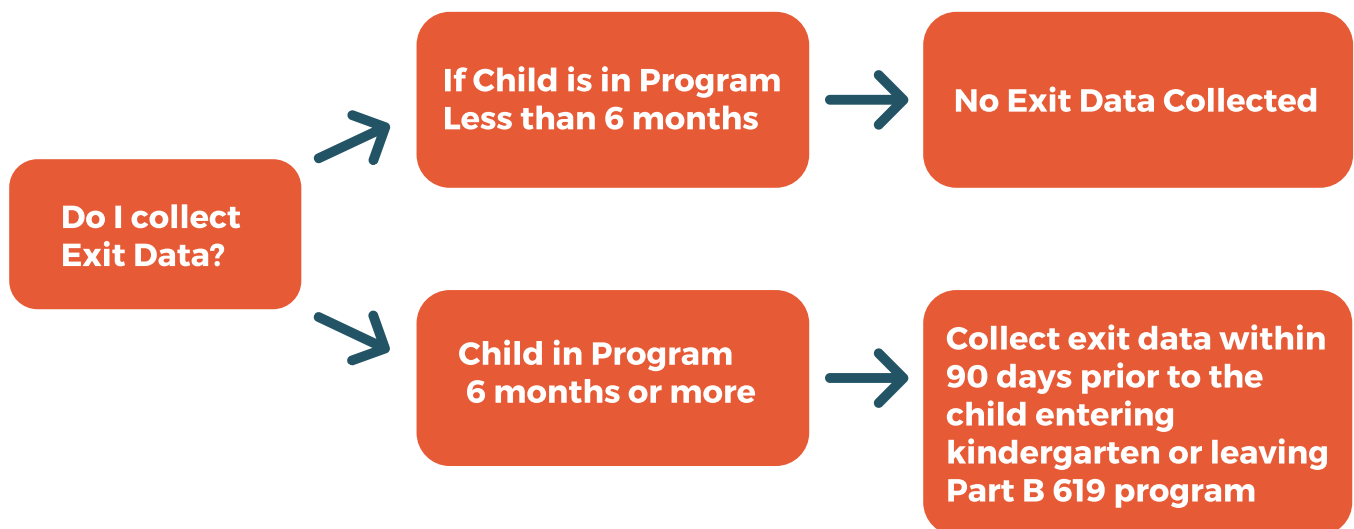
NOTE: A child who enters Part C after March 1st and transitions to Part B 619 in August should NOT be entered into Part C for OSEP reporting. That child would be entered as new to Part B 619 in the fall.

Part B 619 (Ages 3 - 5)

For a Newly-Verified Child or Child Transitioning from Part C:

Entry Date = IEP Date or Date When Part B Services are Initiated

When the Child Exits Part B:



Using Outcome Data

Purpose

Districts and ESUs collect a plethora of data. This data is useless unless it is used for planning curriculum, altering teaching strategies and improving the effectiveness of services. Both Results Driven Accountability (RDA) and Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) require school districts and ESUs to use child outcome data to inform practices that improve results for all children.

Continuous Program Improvement

Results Matter in Nebraska calls for a continuous program improvement process that:

- is based on child, program and family outcomes data;
- supports developmentally appropriate curriculum expectations;
- implements evidence-based practices and instructional strategies;
- promotes seamless transition practices from early care and education programs through kindergarten and primary grades;
- engages family and community; and,
- aligns with AdvancED and/or Nebraska Frameworks for Continuous Improvement.

Best practice in the field of early childhood indicates that consistent and ongoing assessment supports effective and responsive teaching practices which result in improved child outcomes over time. Each program may set higher expectations for the frequency with which staff record child progress. In order to support continued growth and utilization of data, ongoing training will be provided by NDE. A current listing of scheduled training opportunities to learn more about utilizing data for individual classroom and program improvement is available on the NDE Early Childhood Training Calendar.

Public Reporting

Local Dissemination by Districts and ESUs

- All districts and ESUs are required by Rule 11 to create a written plan for local dissemination of program quality **and** child outcomes during the first year of operation. The plan may be updated in subsequent years as determined by the district or ESU.
- The dissemination plan may include, but is not limited to, sharing data with the local school board, in the local newspaper, at a community meeting, with advisory committees, on the district website and other social media, and other presentations.
- Districts and ESUs must disseminate the results of all birth to kindergarten entrance age program evaluations each year according to the plan.

Statewide Dissemination by Nebraska Department of Education

Within Nebraska

Each year, the Results Matter data is analyzed and published in an annual report disseminated to the State Board of Education, Nebraska Legislature, Early Childhood Education Endowment Board of Trustees, and the NDE. Data is used to report the progress of programs in meeting child, program and family outcomes. The report, *Early Childhood Education in Nebraska Public School District, Educational Service Unit and Head Start Programs State Report*, is available at <https://www.education.ne.gov/oec/birth-to-age-5-programs/>. The Sixpence Annual Evaluation Report is available at www.singasongofsixpence.org

- The NDE Office of Special Education will annually release Part B Performance Reports for each district at www.education.ne.gov/sped/public-reporting/ and Part C Performance Reports for each Planning Region Team (PRT) at <http://edn.ne.gov/cms/regional-data>. Public reporting is required by OSEP for IDEA Parts B and C.

To the federal Office of Special Education Programs (OSEP)

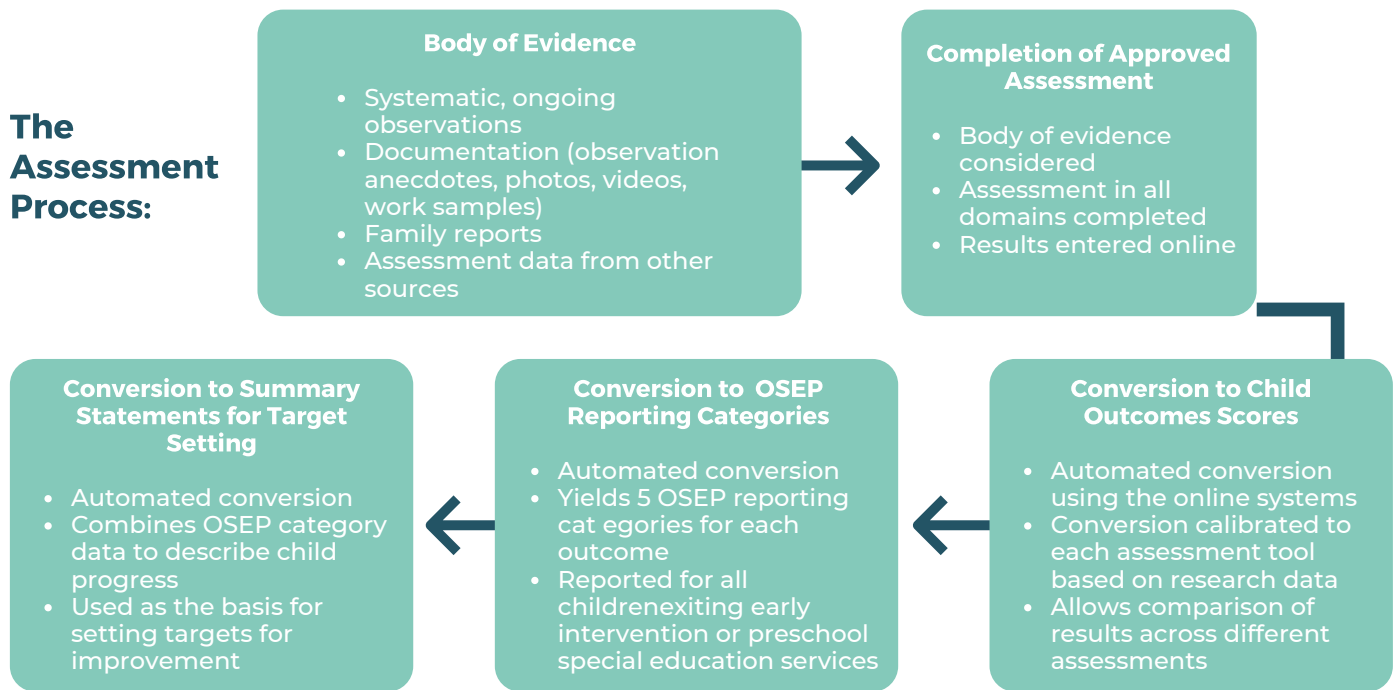
- By February 1 of each year, the NDE Office of Special Education is required to submit Annual Performance Reports (APRs) that include state-aggregated child outcomes data for children with IEPs and child and family outcomes for children with IFSPs.
- The data in both APRs report the total number and percentage of children ages Birth to 3 and ages 3 to 5 in the reporting categories for the three child outcomes, as well as progress made toward meeting state targets for each outcome. Additionally, the Part C APR reports the progress made toward meeting state targets for each of the three family outcomes.

NDE Process for Reporting Child Outcomes Data to OSEP

From Authentic Assessment to OSEP Reporting

The Early Childhood Technical Assistance Center (ECTA) has developed a process for converting early childhood assessment results to scores on the three OSEP-required child outcomes. These child outcome scores allow us to compare results from across the state. This chart describes the assessment process for children B-5 served by school districts and the Early Development Network through early intervention (Part C) and early childhood special education (Part B). This process culminates in the reporting of Nebraska child outcomes data to the federal Office of Special Education Programs (OSEP) for Part C Indicator 3 and Part B Indicator 7.

The Assessment Process:



Reporting to OSEP:

Three Child Outcomes:

- A. Children have positive social skills including positive social relationships.
- B. Children acquire and use knowledge and skills including language/communication.
- C. Children take appropriate action to meet their needs.



Five OSEP Reporting Categories:

For each of the child outcomes:

- a. Percent of children who did not improve functioning
- b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
- d. Percent of children who improved functioning to reach a level comparable to same-aged peers
- e. Percent of children who maintained functioning at a level comparable to same-aged peers.



Two OSEP Summary Statements:

For each of the child outcomes:

1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

Training & Technical Assistance

General Questions

For questions about the administration of Results Matter Contact:

- Heather Pohl: heather.pohl@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov

For questions related to Results Matter implementation:

Contact the staff person assigned to your district or ESU. Refer to map on page 37.

- Alyssa Anson: alyssa.anson@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For questions related to Results Matter & Sixpence implementation:

Contact the staff person assigned to your district. Refer to map on page 38.

- Deb Reiman: dreiman@nebraskachildren.org
- Karen Pinkelman: kpinkelman@nebraskachildren.org
- Stephanni Renn: srenn@nebraskachildren.org

Child Outcomes

GOLD Technical Assistance Workflow:

Step 1: Navigate through online resources available in the Nebraska's Learning Pathways for GOLD: A Guide for Users and Administrators for checklists, user guides and webinars found at: <https://www.education.ne.gov/wp-content/uploads/2019/06/Nebraskas-Learning-Pathways-for-GOLD.pdf>

Step 2: If user is unable to resolve issue/question utilizing online resources, the next options include:

- Submit a support case via the portal:
<https://teachingstrategies.force.com/portal/s/submit-a-case>
 - Once a case is submitted, allow up to 72 hours before an initial response
 - Submitting a case will create a ticket number that allows for more efficient tracking by GOLD
- Call GOLD technical support: 866-736-5913
 - Issues/Questions that GOLD is unable to resolve will be escalated to Tier II—time between escalation and response time may be up to 72 hours.

Step 3: If a user experiences a significant delay in response, or their issue is not resolved when contacting GOLD, contact the NDE:

- Ginny Howard: ginny.howard@nebraska.gov
- Heather Pohl: heather.pohl@nebraska.gov
- Alyssa Anson: alyssa.anson@nebraska.gov
- When contacting the NDE, **have the ticket number available**; this allows the NDE to escalate the case directly to the GOLD liaison.

For questions about the GOLD Inter-rater Reliability (IRR) Certification:

Contact:

- Heather Pohl: heather.pohl@nebraska.gov
- Alyssa Anson: alyssa.anson@nebraska.gov

For district to district transfers:

Contact:

- Becky Zessin: becky.zessin@unmc.edu; direct transfers

For data verification and district reports:

Contact:

- Barb Jackson: bjjackso@unmc.edu
- Kerry Miller: kerry.miller@unmc.edu

For GOLD technical support, sales, and license renewals:

- Call 1-866-736-5913
- The Help link; located in the upper right corner of the website at my.teachingstrategies.com

For questions about GOLD training:

Contact:

- Alyssa Anson: alyssa.anson@nebraska.gov
- Linda Bray: linda.bray@nebraska.gov
- Ginny Howard: ginny.howard@nebraska.gov
- Heather Pohl: heather.pohl@nebraska.gov

Program Outcomes**For questions about the observation process:**

Contact the staff person assigned to your district or ESU:

- Alyssa Anson: alyssa.anson@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For questions about ERS and CLASS training contact:

- Jenny Fleming: jenny.fleming@nebraska.gov
- Alyssa Anson: alyssa.anson@nebraska.gov

Web Links**GOLD Online Recorded Webinars and tutorials:**

<https://teachingstrategies.force.com/portal/s/webinars>

Preschool Post:

The Preschool Post is an e-newsletter that will be sent out bimonthly during the school year (August-May). It is a collaborative effort between the NDE Office of Early Childhood and Office of Special Education, developed to provide educators and administrators with helpful updates, information and technical assistance to continue high-quality early education in Nebraska.

Get subscribed at <http://eepurl.com/gmR0ur>

EC Training Calendar: necprs.ne.gov/training-public

NDE Early Childhood Training Center Media Center:

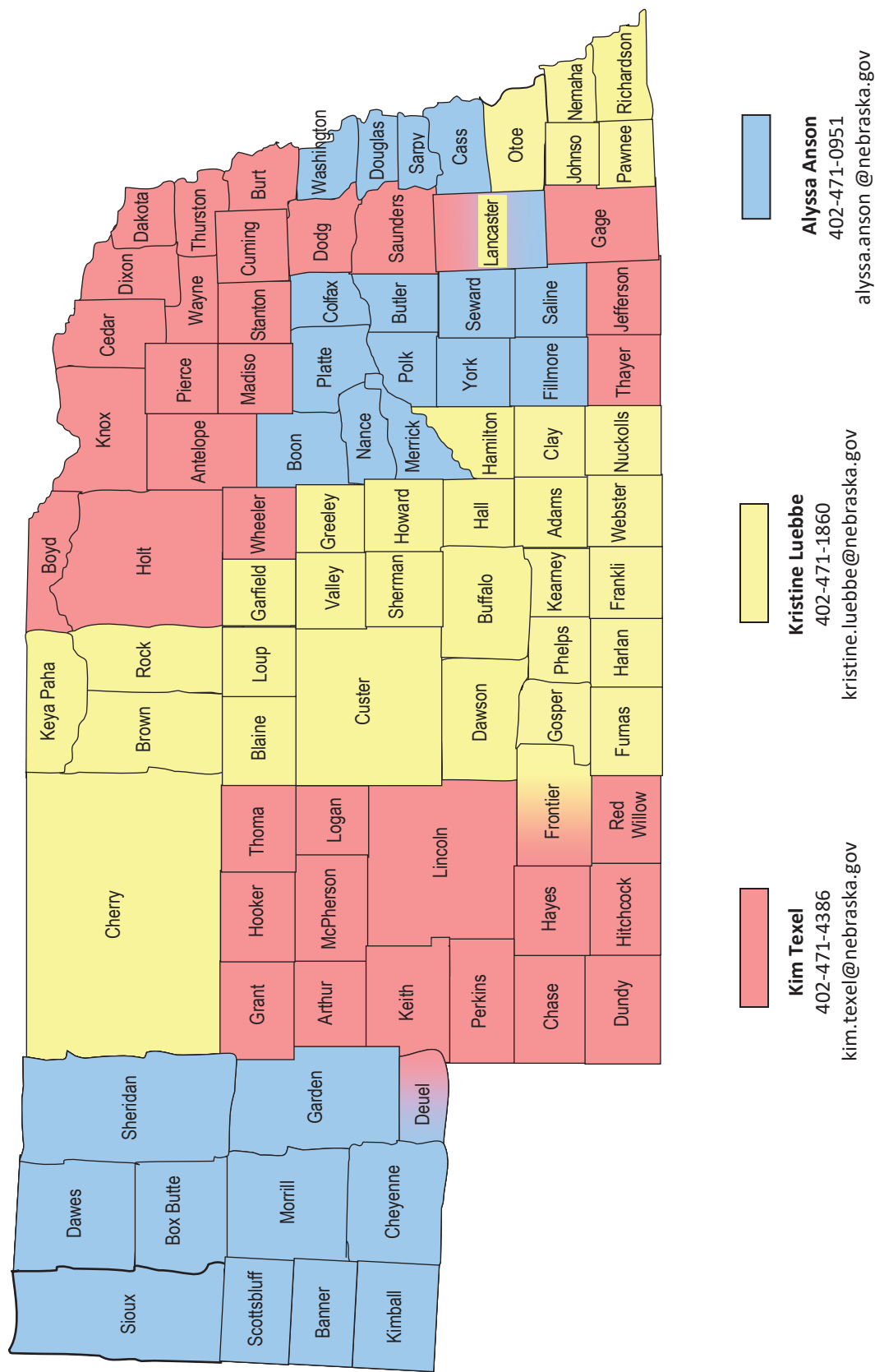
<https://opac.libraryworld.com/opac/home.php>

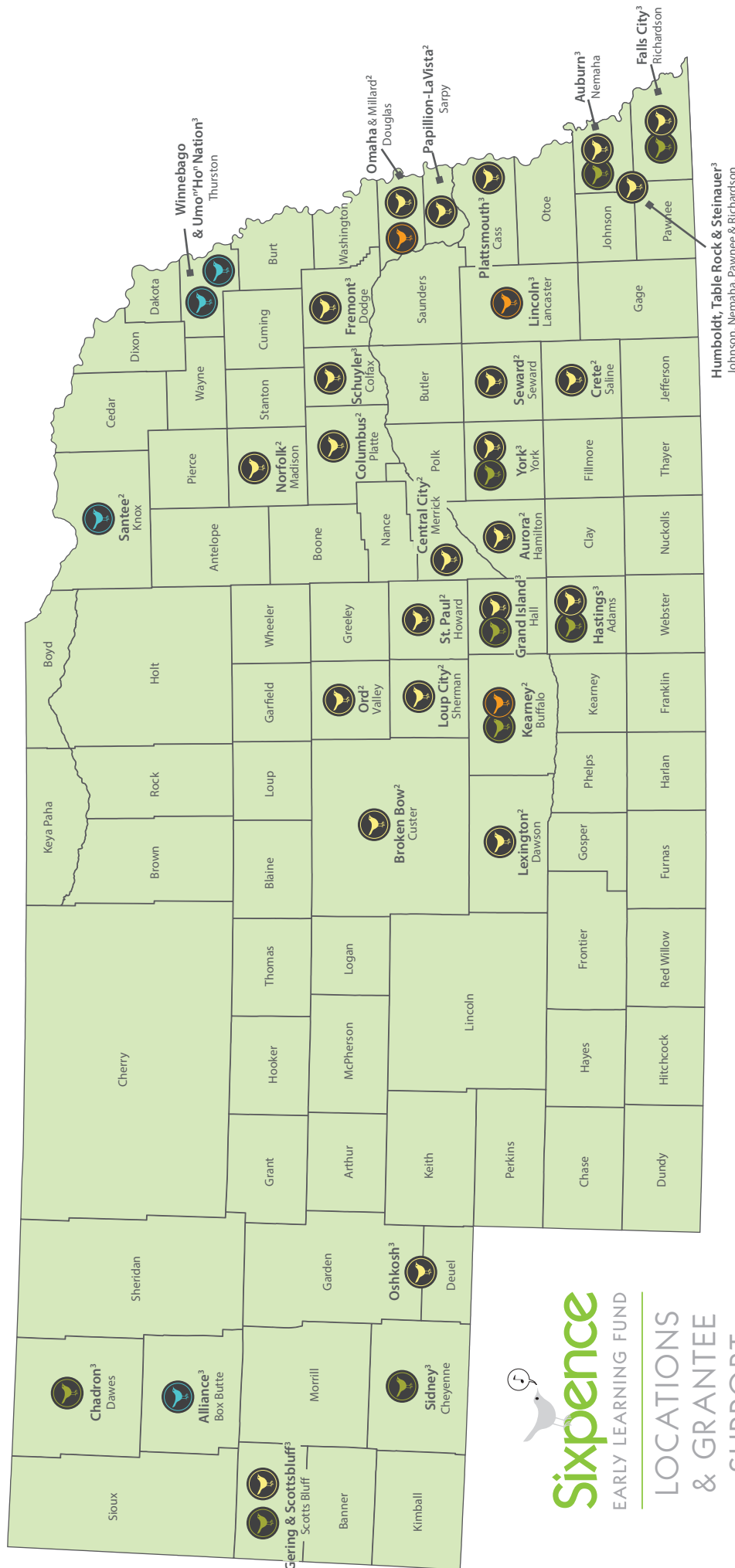
Office of Early Childhood Facebook:

<https://www.facebook.com/NDE-Early-Childhood-904541433004732>

Sixpence: www.singasongofsixpence.org

Early Childhood Program Contacts





LOCATIONS & GRANTEE SUPPORT

AS OF FEBRUARY 2019

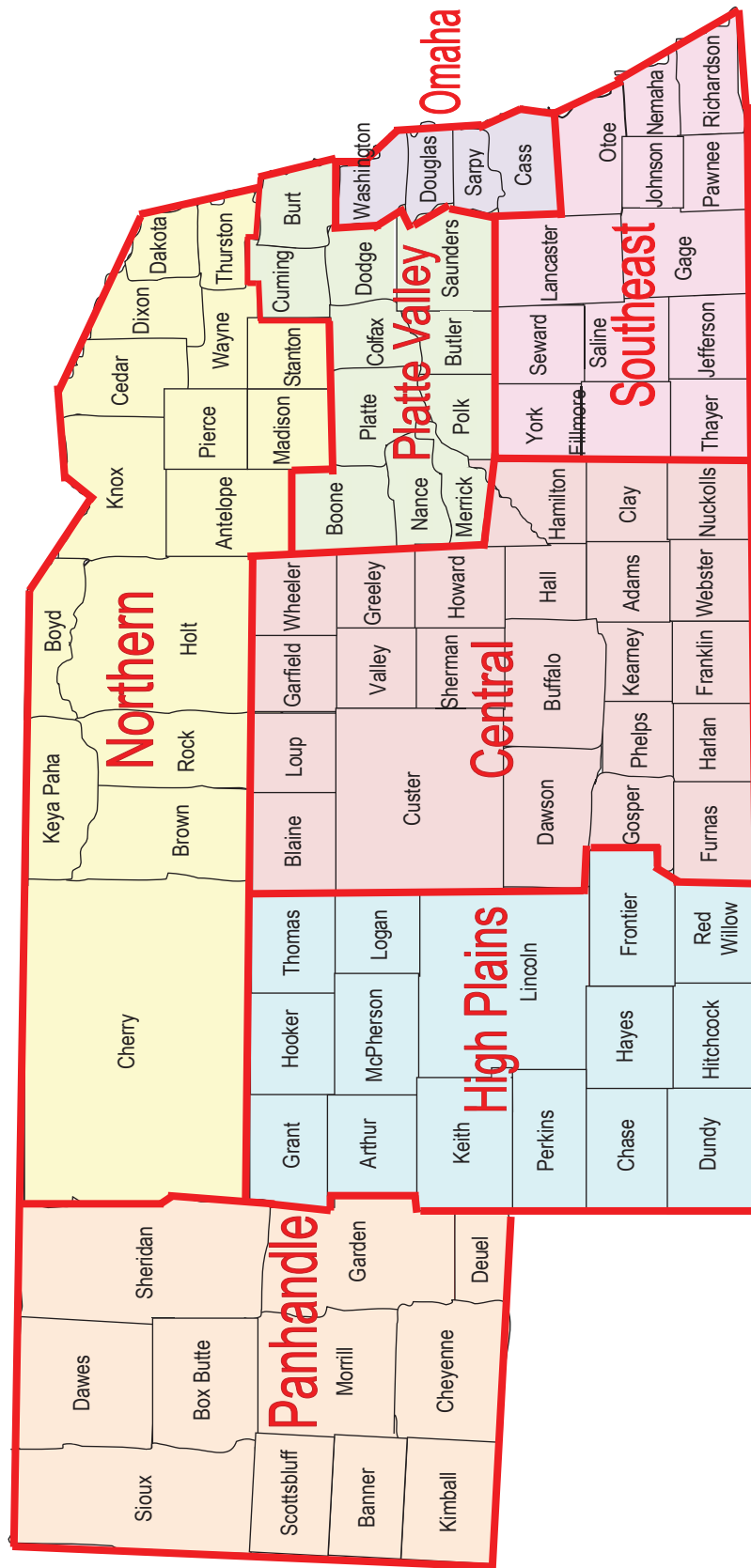
GRANTEE TYPE

- Home-Based
- Center-Based
- Home- and Center-Based
- Child Care Partnership

GRANTEE SUPPORT PERSONNEL

- 1**
Deb Reiman
Sixpence CCP Administrative Education Specialist
dreiman@nebraskachildren.org | (402) 274-8846
 - 2**
Karen Pinkelman
Sixpence Administrative Education Specialist
kpinkelman@nebraskachildren.org | (402) 366-8374
 - 3**
Stephanni Renn
Sixpence Administrative Education Specialist
srenn@nebraskachildren.org | (402) 239-5920
- Amy Bornemeier**
Sixpence Administrator
abornemeier@nebraskachildren.org | (402) 817-2018

Early Learning Connection Partnership Regions



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APPENDIX

Appendix A: Early Childhood Results Matter Matrix

Appendix B: ADVISER Early Childhood Program Data Element

Appendix C: GOLD Monthly Job Targets for Administrators and Teachers

Appendix D: Determining and Reporting Child's Entry and Exit Data in
Appropriate Checkpoint Periods

Appendix E: GOLD Instruction Checklists for Entering and Exiting Children

Appendix F: Early Childhood Calendar

Appendix G: Nebraska's GOLD Training Pathways

NDE Early Childhood Results Matter Matrix (Birth to Age 5)*

PROGRAM CODE	CHILD OUTCOMES		PROGRAM OUTCOMES		FAMILY OUTCOMES	DISSEMINATION OF PROGRAM RESULTS
	Child Outcome Measures GOLD	GOLD Inter-rater Reliability	Program Quality Measures ECERS-3, ITERS-R, &/or CLASS	Contracted Observation ECERS-3, ITERS-R, &/or CLASS		
See Appendix B to identify program code					Family Survey/Interview	Annual Dissemination
01 ED Grant Funded year 1 or 2	X	X	X	X	Periodically	X
02 EC Grant Funded year 3 or beyond	X	X	X	X	Periodically	X
03 Non-Grant year 1 or 2 of program approval	X	X	X	X	Periodically	X
04 Non-Grant year 3 or beyond of program approval	X	X	X	Selected Observation	Periodically	X
05 Birth to 3 Endowment (Sixpence) Center-Based	X	X	X	X	Spring Family Interview Prenatal Health Indicators	X
06 Home-Based program (Not SpEd & Not Sixpence)	X	X				X
07 Birth to 3 Endowment (Sixpence) – Home-Based	X	X		X HoVRS	Spring Family Interview Prenatal Health Indicators FRIENDS Protective Factors Survey (PFS) KIPS	X
08 Birth to 3 Endowment (Sixpence) Child Care Partnerships	X	X	X	X ITERS-R; FCCERS-R		X

* Individual programs may have additional requirements from other funding sources.

KEY: X = Activity is a requirement

Shaded areas = No requirement to complete the activity

ADVISER Data Element: Programs **Early Childhood Education Program** **For 2020-2021**

All districts must complete the Advanced Data Views Improving Student Education Response (ADVISER) Programs Data Element: Early Childhood Program for all children birth to kindergarten entrance age enrolled in a district or ESU early childhood program. The lists below will assist district personnel in determining the appropriate Early Learning Setting Code to use for the early childhood program(s) operated by the district. It may be appropriate that more than one Early Learning Setting code will be used within the district; however, an individual student will only be assigned one Early Learning Setting code.

Please refer to the ADVISER website www.education.ne.gov/dataservices/adviser-resources/ for additional information. Districts with a new early childhood program, districts that no longer have an early childhood program, and districts with questions regarding the Programs Data Element: Early Childhood program should contact ADVISERHelp@nebraskacloud.org.

- 01** - NDE Grant Funded Early Childhood Education Program
- 02** - Qualified NDE Grant Funded Early Childhood Education Program
- 03** - NDE Approved Early Childhood Education Program
- 04** - Qualified NDE Approved Early Childhood Education Program
- 05** - Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence) - Center-based
- 06** - Early Childhood Home-based Programs (NOT Special Education NOT Sixpence)
- 07** - Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence) - Home-based
- 08** - Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence) - Child Care Partnerships

Adams Central Public Schools	02, 04	Beatrice Public Schools	02, 04
Ainsworth Community Schools	04	Bellevue Public School	04
Allen Consolidated Schools	04	Bennington Public Schools	04
Alliance Public Schools	04, 05	Bertrand Public Schools	02
Amherst Public Schools	04	Blair Community Schools	02, 04
Anselmo-Merna Public Schools	04	Bloomfield Community Schools	03
Ansley Public Schools	04	Blue Hill Public Schools	04
Arapahoe Public Schools	04	Boone Central Schools	04
Arcadia Public Schools	04	Boyd County School District #51	04
Arlington Public Schools	04	Broken Bow Public Schools	02, 04, 07
Ashland-Greenwood Public Schools	02, 04	Bruning-Davenport Unified System	04
Auburn Public Schools	02, 07, 08	Burwell Public Schools	04
Aurora Public Schools	04, 07	Callaway Public Schools	04
Axtell Community Schools	04	Cambridge Public Schools	04
Bancroft-Rosalie Community Schools	04	Cedar Bluffs Public Schools	04
Banner County Public Schools	04	Centennial Public Schools	02, 04, 07
Battle Creek Public Schools	04	Central City Public Schools	04, 07
Bayard Public Schools	02	Central Valley Public Schools	04

Centura Public Schools	04	Exeter-Milligan Public Schools	04
Chadron Public Schools	04, 08	Fairbury Public Schools	04
Clarkson Public Schools	02	Falls City Public Schools	04, 07, 08
Cody-Kilgore Public Schools	04	Fillmore Central Public Schools	04
Columbus Public Schools	02, 04, 07	Fort Calhoun Community Schools	04
Conestoga Public Schools	04	Franklin Public Schools	02, 04
Cozad Community Schools	02, 04	Freeman Public Schools	04
Crawford Public Schools	04	Fremont Public Schools	04, 07
Creighton Public Schools	04	Friend Public Schools	04
Crete Public Schools	04, 07	Garden County Schools	07
Cross County Community Schools	04	Gering Public Schools	04, 08
David City Public Schools	04	Gibbon Public Schools	04
Deshler Public Schools	02	Giltner Public Schools	03
Diller-Odell Public Schools	04	Gordon-Rushville Public Schools	04
Doniphan-Trumbull Public Schools	04	Gothenburg Public Schools	04
Dorchester Public Schools	04	Grand Island Public Schools	02, 04, 07, 08
Douglas County West Community Schools	04	Gretna Public Schools	04
Dundy County Public Schools	04	Hampton Public Schools	04
East Butler Public Schools	04	Hartington-Newcastle Public Schools	04
Educational Service Unit 13	04	Harvard Public Schools	04
Educational Service Unit 3	04	Hastings Public Schools	04, 07, 08
Elba Public Schools	04	Hay Springs Public Schools	04
Elgin Public Schools	04	Hayes Center Public Schools	04
Elkhorn Public Schools	04	Heartland Community Schools	04
Elkhorn Valley Schools	04	Hemingford Public Schools	04
Elm Creek Public Schools	02	Hershey Public Schools	04
Elmwood-Murdock Public Schools	04	High Plains Community Schools	04
Elwood Public Schools	04	Hitchcock Co School System	04
Emerson-Hubbard Public Schools	04	Holdrege Public Schools	04
		Homer Community Schools	04

Howells-Dodge Consolidated Schools	04	Minatare Public Schools	04
Humboldt Table Rock Steinauer Schools	04, 07	Minden Public Schools	04
Humphrey Public Schools	04	Mitchell Public Schools	04
Johnson County Central Public Schools	04	Morrill Public Schools	04
Johnson-Brock Public Schools	04	Nebraska City Public Schools	02
Kearney Public Schools	02, 04, 05, 07, 08	Neligh-Oakdale Schools	04
Kenesaw Public Schools	02, 04	Newman Grove Public Schools	04
Kimball Public Schools	04	Niobrara Public Schools	04
Lakeview Community Schools	01	Norfolk Public Schools	02, 04, 07
Laurel-Concord-Coleridge Public Schools	04	Norris School District 160	04
Leigh Community Schools	04	North Bend Central Public Schools	04
Lewiston Consolidated Schools	04	North Platte Public Schools	02
Lexington Public Schools	04, 07	Northwest Public Schools	02, 04
Lincoln Public Schools	02, 04, 05, 07	Oakland Craig Public Schools	02
Litchfield Public Schools	04	Ogallala Public Schools	04
Loomis Public Schools	04	Omaha Public Schools	04, 05, 07
Louisville Public Schools	04	O'Neill Public Schools	04
Loup City Public Schools	04, 07	Ord Public Schools	04, 07
Loup County Public Schools	04	Osceola Public Schools	04
Lyons-Decatur Northeast Schools	02	Overton Public Schools	04
Madison Public Schools	04	Palmer Public Schools	04
Malcolm Public Schools	02	Palmyra District O R 1	02, 04
Maywood Public Schools	04	Papillion-La Vista Public Schools	02, 04, 07
Mc Cook Public Schools	04	Pawnee City Public Schools	04
Mc Cool Junction Public Schools	04	Paxton Consolidated Schools	04
Mead Public Schools	03	Pender Public Schools	04
Medicine Valley Public Schools	04	Perkins County Schools	04
Meridian Public Schools	04	Pierce Public Schools	04
Milford Public Schools	04, 07	Plainview Public Schools	04
Millard Public Schools	04, 07	Plattsmouth Community Schools	04, 07

Pleasanton Public Schools	04	Stapleton Public Schools	02
Ponca Public Schools	04	Sterling Public Schools	04
Ralston Public Schools	02, 04	Stuart Public Schools	04
Randolph Public Schools	04	Summerland Public Schools	04
Ravenna Public Schools	04	Sumner-Eddyville-Miller Schools	04
Raymond Central Public Schools	04	Superior Public Schools	04
Red Cloud Community Schools	04	Sutherland Public Schools	04
Riverside Public Schools	04	Sutton Public Schools	04
Rock County Public Schools	04	Syracuse-Dunbar-Avoca Schools	04
Santee Community Schools	04, 05	Tekamah-Herman Community Schools	04
Sargent Public Schools	04	Thayer Central Community Schools	02, 04
Schuyler Community Schools	04, 07	Thedford Public Schools	04
Scottsbluff Public Schools	02, 04, 07	Tri County Public Schools	02
Scribner-Snyder Community Schools	04	Twin River Public Schools	04
Seward Public Schools	04, 07	Umo ho Nation Public Schools	04, 05
Shelby - Rising City Public Schools	04	Valentine Community Schools	02, 04
Shelton Public Schools	02	Verdigre Public Schools	04
Shickley Public Schools	04	Wahoo Public Schools	04
Sidney Public Schools	02, 04, 08	Wakefield Community Schools	04
Silver Lake Public Schools	04	Wallace Public School Dist 65 R	01
South Central NE Unified System 5	04	Walthill Public Schools	04
South Sioux City Community Schools	04	Wauneta-Palisade Public Schools	04
Southern School Dist 1	04	Wausa Public Schools	04
Southern Valley Schools	04	Waverly School District 145	02
Southwest Public Schools	04	Wayne Community Schools	02, 04
Springfield Platteview Community Schools	04	Weeping Water Public Schools	04
St Edward Public Schools	04	West Holt Public Schools	04
St Paul Public Schools	04, 07	West Point Public Schools	04
Stanton Community Schools	01	Westside Community Schools	04
		Wheeler Central Schools	04

Wilber-Clatonia Public Schools	04
Wilcox-Hildreth Public Schools	04
Winnebago Public Schools	04, 05
Winside Public Schools	04
Wisner-Pilger Public Schools	04
Wood River Rural Schools	04
Wynot Public Schools	04
York Public Schools	02, 07, 08
Yutan Public Schools	04

8.1 EARLY CHILDHOOD PROGRAM

PROGRAM NAME	PROGRAM TYPE
Early Childhood Ed Program, Head Start Student	Early / Head Start
Early Childhood Ed Program, not Head Start Student	Public Preschool

BEGIN DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program. Begin Date is required.

EARLY LEARNING SETTING

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentEarlyLearningProgramAssociation/EarlyLearningSetting*

Definition: The early learning program in which an Early Childhood student is enrolled.

CODE	DESCRIPTION	DEFINITION	EXPLANATION
01	NDE Grant Funded Early Childhood Education Program	Students who are in a state grant funded center-based early childhood education program that is in the first two years of operation; not eligible for state aid.	<ul style="list-style-type: none"> Provide only one record per student, for all students, age birth through Kindergarten entrance age served by center-based early childhood education programs approved under Rule 11. This includes non-resident students as well as delegates and partners. Students aged birth to Kindergarten entrance age that are served only by Special Education and not in a public school district or ESU center-based program would not have an Early Learning Setting submitted. Eligible students are defined as - students who are 4 years old as of July 31. <p>Note: Attendance and Courses are required reporting for these students.</p>
02	Qualified NDE Grant Funded Early Childhood Education Program	Students who are in a state grant funded center-based early childhood education program in year three or more of operation; state aid is calculated for eligible students.	
03	NDE Approved Early Childhood Education Program	Students who are in a public school district or ESU center-based early childhood education program that is not state grant funded and is in the first three years of operation; not eligible for state aid.	
04	Qualified NDE Approved Early Childhood Education Program	Students who are in a public school district or ESU center-based early childhood education program that is not state grant funded and is in	

CODE	DESCRIPTION	DEFINITION	EXPLANATION
		year four or more of operation; state aid is calculated for eligible students.	
05	Early Childhood Birth to Age 3 Endowment (Sixpence) Center-Based Grant Program	Students aged birth to age 3 served in a center-based program. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> The Early Childhood Birth to Age 3 Endowment (Sixpence) Center-Based Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education. Center-based Sixpence programs do need to report course or attendance information. <p>Note: Attendance and Courses are required reporting for these students.</p>
06	Home-based Early Childhood Education Program (NonSPED)	Students aged birth to kindergarten entrance age served in a non-special education home visitation program.	<ul style="list-style-type: none"> Provide only one record per student, for all students, age birth through five served by a home-based early childhood education program. This includes non-resident students as well as delegates and partners. Do not use for home-based Early Childhood Special Education (ECSE). Students age birth to five that are served in a center-based program are not included in this code. Home-based Early Childhood Education programs do not need to report course or attendance information. If the district is the Head Start grantee or delegate and only federal Head Start funds are used then only this code would apply.
07	Early Childhood Birth to Age 3	Students aged birth to age 3 served in a home-based	<ul style="list-style-type: none"> The Early Childhood Birth to Age 3 Endowment Grant Program is a

CODE	DESCRIPTION	DEFINITION	EXPLANATION
	Endowment (Sixpence) Home-Based Grant Program	visitation program. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<p>public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.</p> <ul style="list-style-type: none"> • Home-based Sixpence programs do not need to report course or attendance information.
08	Early Childhood Birth to Age 3 Endowment (Sixpence) CPP Grant	Students aged birth to age 3 served in a Child Care Partnership Program (CPP). Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> • The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education. • CPP Sixpence programs do not need to report the course or attendance information.

Please refer to the NDE Early Childhood Education website (<https://www.education.ne.gov/oec>) for lists of Early Childhood Birth to Age 3 Endowment Grant Programs as well as NDE Grant Funded, Qualified NDE Grant Funded, NDE Approved, and Qualified NDE Approved programs.

Administrator **GOLD[®]** Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Update Child List. Make sure all children have school district name and ADVISER ID number. Archive children who are not returning and add new children to the appropriate class.	X										X	
Update Color Bands for returning children (3-5) at the beginning of the program year. If a child is going to kindergarten next year, they are blue. All other children ages 3 and 4 are green. Color bands for children B-3 are automatically updated on their birthday.	X											
Archive children who are not returning this year.	X										X	
Support and schedule teachers NEW to GOLD: Teachers must complete two GOLD online Professional Development modules by September 30.	X	X										
Support and schedule teachers who have used GOLD for one year: online administrator assigns teachers to IRR. Teachers must complete GOLD Inter-rater Reliability (IRR) certification by December 31.	X	X	X	X	X							
Clean Staff Files. Disable the accounts of any teacher or team member who no longer works for your school district or agency. Do not delete.	X	X	X	X	X	X	X	X	X	X	X	X
Use the Child List to monitor for appropriate Class assignment, birthdate, color band, home language survey, and funding source attached to child.	X	X	X	X	X	X	X	X	X	X	X	X

Administrator **GOLD®** Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Use the Add/Edit Funding Source feature to ensure all children in your program have the appropriate funding source attached to them.	X	X	X	X	X	X	X	X	X	X	X	X
Use the Documentation Report or the Documentation by Objective and Dimension Report on the teacher site to ensure teachers are entering evidence, assigning objectives and selecting preliminary markings.	X	X	X	X	X	X	X	X	X	X	X	X
Use the View Documentation feature under the Documentation tab to analyze the type and quality of evidence teachers are entering.		X	X	X	X	X	X	X	X	X	X	X
Pull the Assessment Status Report under the Report tab to ensure teachers are assessing children and finalizing the data.			X				X			X		
Run the Entry Status Report to check if all children with IEPs/IFSPs have their data completed. Run the Snapshot report to check if all other children have their data completed.				X				X				
Generate the Classroom Profile Report from the teacher site to use when you are reviewing teacher lesson plans to ensure they are planning intentional , appropriate activities for children.	X	X	X	X	X	X	X	X	X	X	X	X

Administrator **GOLD®** Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Under the Reports Tab, generate two reports: ✓ Professional Development Report --must be completed by Sept 30 for staff new to GOLD ✓ Inter-rater Reliability certification – must be completed by December 31 for teachers who have one year’s experience using GOLD.		X			X							
Run Fall Outcome Reports. Snapshot Report, Comparative Report				X								
Analyze Fall Outcome Data. Create an analysis that includes steps for continuous program improvement.				X								
Share Fall Analysis with Stakeholders					X							
Run Winter Outcome Reports. Comparative, Growth. You can also create an Alignment Report using the Snapshot.							X					
Analyze Winter Outcome Data. Create an analysis that includes steps for continuous program improvement.							X					
Share Winter Analysis with Stakeholders.								X				
Spring Outcome Reports. Comparative, Growth. You can also create an Alignment Report using the Snapshot.										X		
Run OSEP Federally-Mandated Reports for Preschool Special Education Outcomes (Part B) and Early Intervention Outcomes (Part C): Run both Child and Program levels to verify that all children with an IEP or IFSP who exited during the school year are included.									X	X		

Administrator **GOLD**® Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Analyze Spring Outcome Reports. Create an analysis that includes a report out on school readiness for those children leaving for kindergarten.										X		
Share Spring Analysis with Stakeholders.											X	
Review and finalize OSEP Data. Make any corrections and finalize OSEP Reports (Part B and Part C) for the school district. ✓ NDE Deadline: June 15											X	

Teacher GOLD[®] Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Teachers new to GOLD -- complete GOLD online Professional Development modules by September 30.	X	X										
Teachers who have used GOLD for one year -- complete GOLD Inter-rater Reliability certification by December 31.	X	X	X	X	X							
Archive children who are not returning this year. (Can be done by online administrator or teacher)	X										X	
Add new children and complete the home language survey. Home language survey to be completed for 3-5 yr. old children. Not intended for children B-3.	X											
Update the home language survey and color band for children who are returning (for 3-5 classrooms only). If a child is going to kindergarten next year, they are blue. All other children ages 3-5 are green.	X	X										
Begin to observe.... collect evidence/documentation on children. Create a schedule of who you will observe and when.	X	X	X	X	X	X	X	X	X	X	X	X
Enter documentation, attach objectives and select preliminary levels.	X	X	X	X	X	X	X	X	X	X	X	X
Use the Documentation by Objective and Dimension Report under the Documentation tab. This report will help you see at a glance where you may need to plan experiences and focus observations.	X	X	X	X	X	X	X	X	X	X	X	X

Teacher GOLD[®] Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Use the Classroom Profile Report under the Reports Tab to inform and support your planning for small and large group activities as well as activities for individual children.	X	X	X	X	X	X	X	X	X	X	X	X
Finalize Assessment Data. You have several options on how to finalize....by area, child or multiple children.			X				X			X		
Generate a Snapshot Report and/or use the interactive reports to gain an understanding of whether the skills of the children in your classroom are meeting widely held expectations. Use the information to inform planning, needed changes in the environment or schedule.				X				X			X	
Under the Family Tab and Reports Tab there are several reports to choose from that you can use to communicate with families about their child's development and learning. Your program administrator will identify which report to use.				X				X			X	
When a child with an IEP or IFSP exits the program, finalize the checkpoint data and exit the child through the Request OSEP Exit button from My Children. Remember that when a child with an IFSP turns three, their Part C exit data must be completed during the checkpoint of the child's 3 rd birthday.	X	X	X	X	X	X	X	X	X	X	X	X

Determining & Reporting Child's Entry & Exit Data in Appropriate Checkpoint Period

Entry and Exit Date for Children without IFSP/IEP



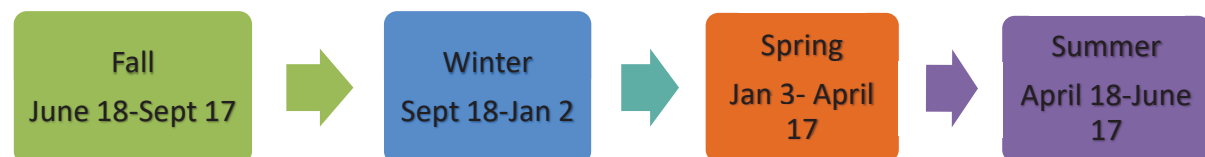
Entry Date for Children on IFSP or IEP in 9-month program



Exit Date for Children on IFSP or IEP in 9-month program



Entry Date for Children on IFSP or IEP in 12-month program



Exit Date for Children on IFSP or IEP in 12-month program



NOTES:

*A child who enters Part C after March 1 and will transition to Part B in August should NOT be entered in Part C. Enter in Fall in Part B.

*For a child with an IFSP, an exit assessment must be completed by the child's 3rd birthday in the checkpoint period corresponding to the 45- day window.

*In rare instances, an IEP team may determine that a 5-year-old continue in a district preschool program. If the child turns 6 while in the preschool program, the child's exit assessment must be completed by the child's 6th birthday following the same 45-day rule as listed in the 9 and 12-month exit date charts.

*For a child who enters Part B and receives services for less than six months, no entry or exit data is required.



GOLD ENTRY CHECKLIST

PART C

For rules around entry and exit for Part C/Part B, please reference the Results Matter TA document.

Create a child profile in GOLD® for children who are at least 6 months of age and will receive a minimum of 6 months of Part C early intervention services:

- From your opening screen, go to your dropdown navigation window (circle with your initials in the right-hand corner) and select 'Manage_____ Class name'
- On the next screen, under the left-side column, select 'Add Child'

Input the following information from the *required text fields to complete the child's GOLD® profile:**

1. *Select Class
2. Class Details
 - a. *Age or Class/Grade: this determines the child's color band
 - b. *First Day in Program – date the child began in the program
3. Child Details
 - a. *Child's First and Last Name
 - b. Child's Nickname – if preferred
 - c. Identifier – only used for district purposes. For example: DISTRICT Child ID #
 - d. *Gender
 - e. *Birth Date
 - f. *Primary Language – be specific, if you are unsure, ask the family for clarification
 - g. *Ethnicity Level 1 – be specific, if you are unsure, ask the family for clarification
 - h. *Race Level 1 – be specific, if you are unsure, ask the family for clarification
 - i. Student ID # – optional, if you choose to fill this section out, student ID# refers to your district ID #
 - j. *ADVISER ID # – this is the number assigned to the child by the state when they first enter the educational system. It is required to be placed in the child's profile so that the State of Nebraska can easily access the child's GOLD® data.
4. *Funding Sources – ask your online administrator which boxes should be marked for this particular child, if unknown
5. *Custom Funding Sources – Head Start Agency
 - If the child is enrolled in Head Start, specify which program they attend
 - If the child is not enrolled in Head Start, click 'NA'
6. *IFSP– mark 'Yes'
 - a. What date will this child begin to receive IFSP services? Entry into IDEA Part C should be the original IFSP date.
 - b. Preschool Entry Assessment Tool – should always be Teaching Strategies GOLD®

7. *Free and Reduced Lunch – Mark as appropriate
8. *Assess this child using the Spanish Language and Literacy Objectives? Mark as appropriate
9. Custom Questions: School District – Select the district providing early intervention services
10. If all information is accurate, click 'Save'
11. Begin documenting Entry Data into the system
 - All initial documentation must be entered within 45 calendar days of the IFSP date.



For further information please refer to your Results Matter Technical Assistance Document:
<https://www.education.ne.gov/nemtss/early-childhood-special-education-services>



GOLD EXIT CHECKLIST

PART C

For rules around entry and exit for Part C/Part B, please reference the Results Matter TA document.

Steps to exit from Part C, early intervention services:

1. From your opening screen, go to your dropdown navigation window (circle with your initials in the right-hand corner) and select 'Manage ____ Class name'
2. Click on the 'Children' Tab on your GOLD[®] Account
 - a. Select 'Exit Children from OSEP' from the menu on the left side of your screen
 - b. Select 'Program' and 'Site' from the drop down menu and click 'submit'
 - A list of students who have an IFSP will appear.

Next, complete the information below from the *required drop-down menus:

1. For the child record you are exiting:
 - a. *Exit Date
 - b. *Exit Tool — Select 'Teaching Strategies Gold[®]'
 - c. *Exit Reason — mark as appropriate
 - d. *Mark the Checkbox
 - e. *Click 'Check Eligibility'
 - Once you check for eligibility, the status column will update
 - If the status column shows 'exit', change check for eligibility to 'Exit' and click 'submit'. **If the status column does not say 'exit' proceed to item 1 below.**

Teachers are able to fill in the information above but do not have the ability to finalize a child's exit. The final step of exiting a child must be completed by a GOLD[®] Online Administrator. Once the GOLD[®] Online Administrator exits the child, the child will no longer appear on the Request OSEP Exit list.

1. Children Requiring Additional Data
 - a. If the status column doesn't say 'exit', it will prompt you in identifying the issue.
 - b. Troubleshoot the issue.
 - Ensure that the child's entry and exit dates are at least six months apart
 - Ensure that the child has finalized entry and exit checkpoints in all required domains
 - Ensure that the entry and exit tools are listed as Teaching Strategies GOLD[®]
 - c. If you are unable to determine the reason why the child is not eligible for exit, contact MyTeachingStrategies[™] GOLD[®] technical support team by submitting a case in the Support Portal or calling 866-736-5913. If the exit issue is not resolved with GOLD[®] technical support team within 72 hours, contact your NDE representative.
2. Once you've notified your GOLD[®] Online Administrator that all children eligible for exit have sufficient data and the text fields above are filled in, you have reached the end of your responsibilities.



For further information, please refer to your Results Matter Technical Assistance Document:

<https://www.education.ne.gov/nemtss/early-childhood-special-education-services>



GOLD ENTRY CHECKLIST

PART B

For rules around entry and exit for Part C/Part B, please reference the Results Matter TA document.

Begin by creating a child profile record in Teaching Strategies GOLD®:

- From your opening screen, go to your dropdown navigation window (circle with your initials in the right-hand corner) and select 'Manage_____ Class name'
- On the next screen, under the left-side column, select 'Add Child'

Input the following information from the *required text fields to complete the child's GOLD® profile:**

1. *Select Class
2. Class Details
 - a. *Age or Class/Grade: this determines the child's color band
 - b. *First Day in Program – date the child began in the program
3. Child Details
 - a. *Child's First and Last Name
 - b. Child's Nickname – if preferred
 - c. Identifier – only used for district purposes. For example: DISTRICT Child ID #
 - d. *Gender
 - e. *Birth Date
 - f. *Primary Language – be specific, if you are unsure, ask the family for clarification
 - g. *Ethnicity Level 1 – be specific, if you are unsure, ask the family for clarification
 - h. *Race Level 1 – be specific, if you are unsure, ask the family for clarification
 - i. Student ID # – optional, if you choose to fill this section out, student ID# refers to your district ID #
 - j. *ADVISER ID # – this is the number assigned to the child by the state when they first enter the educational system. It is required to be placed in the child's profile so that the State of Nebraska can easily access the child's GOLD® data.
4. *Funding Sources – ask your online administrator which boxes should be marked for this particular child, if unknown
5. *Custom Funding Sources – Head Start Agency
 - If the child is enrolled in Head Start, specify which program they attend
 - If the child is not enrolled in Head Start, click 'NA'
6. *IEP– mark 'Yes'
 - a. What date will this child begin to receive special education services? Enter the date the child entered into IDEA Part B, special education services. This is the child's original IEP date.
 - b. Preschool Entry Assessment Tool – should always be Teaching Strategies GOLD®
7. *Free and Reduced Lunch – Mark as appropriate

8. *Assess this child using the Spanish Language and Literacy Objectives? Mark as appropriate
9. Custom Questions: School District – Select the district providing special education services
10. If all information is accurate, click 'Save'
11. Begin documenting Entry Data into the system

All initial documentation must be entered within 45 calendar days of the IEP date unless the child had exit data from Part C within the same checkpoint period they entered into Part B. In this case, the child's Part C exit will become your Part B entry data. Proceed with documentation in your district's designated checkpoint cycles.

 **For further information please refer to your Results Matter Technical Assistance Document:**
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GOLD EXIT CHECKLIST

PART B

For rules around entry and exit for Part C/Part B, please reference the Results Matter TA document.

Steps to exit from Part B special education services:

1. From your opening screen, go to your dropdown navigation window (circle with your initials in the right-hand corner) and select 'Manage ____ Class name'
2. Click on the 'Children' Tab from the top menu bar
 - a. Select 'Exit Children from OSEP' from the menu on the left side of your screen
 - b. Select 'Program' and 'Site' from the drop down menu and click 'submit'
 - A list of students who have an IEP will appear.
3. For the child record you are exiting:
 - a. *Exit Date
 - b. *Exit Tool — Select 'Teaching Strategies Gold®'
 - c. *Exit Reason — mark as appropriate
 - d. *Mark the Checkbox
 - e. *Click 'Check Eligibility'
 - Once you check for eligibility, the status column will update
 - If the status column shows 'exit', change check for eligibility to 'Exit' and click 'submit'. **If the status column does not say 'exit' proceed to item 4 below.**

Teachers are able to fill in the information above but do not have the ability to finalize a child's exit. The final step of exiting a child must be completed by a GOLD® Online Administrator. Once the GOLD® Online Administrator exits the child, the child will no longer appear on the Request OSEP Exit list.

4. Children Requiring Additional Data
 - a. If the status column doesn't say 'exit', it will prompt you in identifying the issue.
 - b. Troubleshoot the issue.
 - Ensure that the child's entry and exit dates are at least six months apart
 - Ensure that the child has finalized entry and exit checkpoints in all required domains
 - Ensure that the entry and exit tools are listed as Teaching Strategies GOLD®
 - c. If you are unable to determine the reason why the child is not eligible for exit, contact MyTeachingStrategies™ GOLD® technical support team by submitting a case in the Support Portal or calling 866-736-5913. If the exit issue is not resolved with GOLD® technical support team within 72 hours, contact your NDE representative.
5. Once you've notified your GOLD® Online Administrator that all children eligible for exit have sufficient data and the text fields above are filled in, you have reached the end of your responsibilities.



For further information, please refer to your Results Matter Technical Assistance Document:
<https://www.education.ne.gov/nemtss/early-childhood-special-education-services>

Early Childhood Calendar 2020-2021

KEY: CDC - Consolidated Data Collection
GMS - Grant Management System Rating Scales
CQI - Continuous Quality Improvement
HoVRS - Home Visit Rating Scales

ITERS - Infant/Toddler Environment
Rating Scale
MMI - Monroe Meyer Institute
NDE - Nebraska Department of
Education

NDE - Nebraska Department of Education
NSSRS - Nebraska Student and Staff Record
ADVISER - Advanced Data Views Improving Student
Education Response
ECERS-3 Early Childhood Environment Rating Scale-3

	All EC Education Programs	EC Education Grant Programs**	Birth-3 Endowment Programs (Sixpence)
JULY	31 GOLD data audit and verification	31 Year-end Report (Budget & Supplemental data) due	31 Year-end Match Report due
AUGUST	1 GOLD online assessment subscriptions begin o EC Program Approval by State Board of Education	15 Final reimbursement request to NDE	15 Final reimbursement request to NDE
SEPTEMBER	15 NSSRS - Staff Demographics 15 NSSRS - Staff Position Assignments 30 Complete GOLD online course modules (new teachers)		
OCTOBER	1 Special Education Final Financial Report for Children with Disabilities Birth to Age Five 15 Rule 11 Program Report 15 ADVISER - Student District, School, and Calendar 15 ADVISER - Student, Parent, and Demographics 15 ADVISER - Enrollment 15 ADVISER - Early Childhood Program 15 ADVISER - Special Education Program, if applicable 15 CDC - PK Instructional Program Hours/K Program 31 GOLD Fall checkpoint 31 ADVISER & CDC Fall Audit window closes o Monitoring visits (selected) o ERS/CLASS observations (selected)	o ECERS-3 observations	o Child (other than GOLD) and Family Outcome Assessments to Programs from MMI o ITERS-3/CLASS
NOVEMBER	o Monitoring visits (selected) o ERS/CLASS observations (selected)	o ECERS-3 observations	15 Child (other than GOLD) and Family Outcome Assessments due to MMI o ITERS-3/CLASS
DECEMBER	2 NSSRS - Staff Demographics 2 NSSRS - Staff Position Assignments 31 GOLD Inter-Rater Reliability Completed o Monitoring visits (selected) o ERS/CLASS observations (selected)	o ECERS-3 observations	o ITERS-3/CLASS o HoVRS due to UNMC-MMI

JANUARY	<ul style="list-style-type: none"> Monitoring visits (selected) ERS/CLASS observations (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits 	<ul style="list-style-type: none"> CQI visits
FEBRUARY	<ul style="list-style-type: none"> 15 GOLD Winter checkpoint Monitoring visits (selected) ERS/CLASS observations (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits ECERS-3 observations (selected) 	<ul style="list-style-type: none"> CQI Visits
MARCH	<ul style="list-style-type: none"> Monitoring visits (selected) ERS/CLASS observations (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits ECERS-3 observations (selected) 	<ul style="list-style-type: none"> CQI Visits
APRIL	<ul style="list-style-type: none"> Monitoring visits (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits ECERS-3 observations (selected) 	<ul style="list-style-type: none"> 30 Continuation Report & Budget due CQI Visits Child (other than GOLD) and Family Outcome Assessments to Programs from MMI
MAY	<ul style="list-style-type: none"> 31 GOLD Spring checkpoint 		<ul style="list-style-type: none"> 15 Child (other than GOLD) and Family Outcome Assessments due to MMI Program continuation approval by Board of Trustees
JUNE	<ul style="list-style-type: none"> 15 ADVISER – Student, Parent, and Demographics 15 ADVISER – Enrollment 15 ADVISER – Attendance 15 ADVISER – Programs, Early Childhood Program 15 ADVISER – Programs, Special Education Program, if applicable 15 ADVISER – Discipline 15 ADVISER – Course Grades 15 CDC – Days in Session/Instructional Program Hours 15 NSSRS – Staff Demographics 15 NSSRS – Staff Position Assignments 30 ADVISER, NSSRS & CDC Audit window closes GOLD data audit and verification 	<ul style="list-style-type: none"> Continuation Applications open in GMS 	

** Special requirements for grant funded (ages birth to 3 or ages 3-5) programs are outlined.
These requirements are **in addition** to the activities required for all early childhood education programs.



NEBRASKA'S GOLD® TRAINING PATHWAYS

